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ABSTRACT

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on language arts activities for gifted middle school students. The 40 lesson plans in this book cover history, literature, mass media, reading, theater arts, thinking skills, and writing. The book includes an activities chart which indicates the focus and types of activities (such as communication skills, collaborative learning, vocabulary development, etc.) found in the various lessons. A 41-item annotated bibliography contains references to research and additional resources. (RS)

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Language Arts for Gifted Middle School Students

by Susan J. Davis

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Clearinghouse on Reading and Communication Skills

Center for Reading and Language Studies

CS212331

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. We also cover interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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TRIED is an acronym for Teaching Resources in the ERIC Database.

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Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the education field. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume—how do we begin to sort out the bits and pieces that are interesting and useful for us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, ERIC/RCS is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve for you as a guide, introduction, or reacquaintance to the ERIC system, and to the wealth of material available in this information age.

Carl B. Smith, Director

ERIC/RCS

USER'S GUIDE for
Language Arts for Gifted Middle School Students
TRIED

These lessons focus on language arts activities for gifted middle school students. The lessons cover a wide variety of subjects, including history, literature, mass media, reading, theater arts, thinking skills, and writing.

An "Activities Chart" (pages vi-vii) indicates the focus and types of activities (such as communication skills, collaborative learning, vocabulary development, etc.) found in the various lessons. An annotated bibliography at the end of the book contains references to research as well as to additional resources for teaching gifted middle school students.

LESSON DESIGN

These lessons offer practical ideas that have been gathered from their original source in the ERIC database. The ED numbers for sources in *Resources in Education (RIE)* are included to enable you to go directly to microfiche collections for the complete lesson, or to order the complete document from the ERIC Document Reproduction Service (EDRS). The citations to journal articles are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans.

These lessons have been revised from their source into a consistent format for your convenience. Each lesson includes the following sections:

Brief Description

Objective

Procedures

Although the lessons are addressed to you, the teacher, many times the TRIED text addresses the students directly. These student directions are indicated with a "•" (bullet). Address these remarks to your students throughout the lesson, if you so choose.

You know your students better than anyone else. Adapt these lessons to the needs of students in your classroom. The lessons were specifically written for middle school students, but can be modified easily for older or younger students. Consider these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, modify them, and trust your students to respond with enthusiasm.

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Activities Chart

	Communication Skills	Content Area	Collaborative Learning	History	Listening Skills	Literature	Mass Media	Personal Experience	Reading Motivation	Reading Skills	Research	Student Presentations	Student Projects	Theater Arts	Thinking Skills	Vocabulary Development	Writing Projects
Oral Presentations (p. 2)	X		X		X							X	X				
Nonverbal Communication (p. 4)	X	X	X									X	X				
Leadership (p. 5)	X											X	X				
Greek/Roman History (p. 6)		X		X									X				X
Famous People (p. 8)		X		X							X		X				
Science in Literature (p. 9)		X				X									X		
Reading Folktales (p. 10)						X							X	X			
Listening Logs (p. 12)						X											X
Author Research (p. 14)						X			X		X		X				X
Short Stories (p. 16)			X			X							X		X		X
Romeo & Juliet (p. 18)						X											
Media Effects (p. 20)							X								X		
Sex Stereotypes (p. 21)		X					X					X	X		X		X
News Reporting (p. 23)							X								X		X
Developing Interest (p. 24)									X								
Improving Attitudes (p. 25)									X								
Interest Inventory (p. 27)								X	X								
Bibliotherapy (p. 29)			X					X	X								
Guides for Basals (p. 31)										X						X	
Two Strategies (p. 33)		X	X							X					X		

Activities Chart (continued)

	Communication Skills	Content Areas	Collaborative Learning	History	Listening Skills	Literature	Mass Media	Personal Experience	Reading Motivation	Reading Skills	Research	Student Presentations	Student Projects	Theater Arts	Thinking Skills	Vocabulary Development	Writing Projects
Independent Reading (p. 35)									X	X		X					
Skim & Scan (p. 36)		X								X	X						
Week-Long Investigation (p. 38)											X	X					
Family History (p. 39)				X				X			X	X					X
Cooperative Reports (p. 40)			X								X	X					X
Historical Research (p. 42)				X		X				X	X	X					X
Dramatic Tradition (p. 44)												X	X				X
Raisin in the Sun (p. 46)												X	X				X
Ad Characters (p. 48)								X				X		X			X
Brainstorm/Categorize (p. 49)														X			
Fact & Opinion (p. 50)	X		X			X								X			
Into the Future (p. 51)		X										X		X			X
Famous Quotations (p. 52)		X		X											X		X
Word Play (p. 53)															X		X
Student Authors (p. 54)												X					X
Sound & Poetry (p. 56)						X											X
Proverbs into Stories (p. 57)												X					X
Descriptive Writing (p. 58)																	X
Writing Workshop (p. 60)			X											X			X
Warmup Exercises (p. 63)			X			X					X						X

Language Arts for Gifted Middle School Students

Communication Skills

Criteria for Oral Presentations

Source

ED 239 429

Sny, Christopher L. *Gifted/Talented Magnet School: Program Model/Curriculum Guide*. Janesville Joint District #1, Janesville, WI. 1983. 176 pp.

Brief Description

Students critically analyze oral presentations.

Objective

To help students establish criteria for effective oral presentations.

Procedures

Have students establish the criteria of a good oral presentation.

- What opportunities have you had to listen to people speak?
- What makes a good oral presentation?
- Who are some of the best speakers you have heard?

Remind students that they hear their teachers every day.

- What makes a speech effective?
- In groups of three, list some criteria for effective speeches.
- Research what others have identified as appropriate criteria for judging speeches and presentations.

Give students the choice of preparing a speech or a simulated newscast presentation.

- You are going to give your presentation to a group of five students. After you finish, list the biggest difficulties you had in speaking.
- Compare your list of difficulties to those of other members in your group. How do these lists compare to those you've compiled and researched about effective speaking?
- When giving a speech, what specific changes can you make to improve your effectiveness?

Ask students to give a speech or presentation to the entire class. The presentation should be a result of learning from another project and should be a subject that the student wants to share. Do not have students prepare speeches just for the sake of speaking. They need to have the general purpose of communicating something interesting or important for them.

Prepare a comprehensive list of the students' criteria for judging the effectiveness of a presentation. You may want each student to evaluate every presentation, or you can ask a rotating group of five judges to fill out evaluation forms.

After the students have given their presentations, take them to a lecture or invite a guest speaker to the class. Ask students to evaluate the speaker.

Extension

Watch a video or listen to tapes of effective speakers (e.g. Martin Luther King or John F. Kennedy). Identify and discuss qualities that lead to effective communication.

Comments/Notes:

Communication Skills

Forms of Nonverbal Communication

Source

ED 239 429

Sny, Christopher L. *Gifted/Talented Magnet School: Program Model/Curriculum Guide*. Janesville Joint District #1, Janesville, WI. 1983. 176 pp.

Brief Description

Students learn about various types of nonverbal communication.

Objective

To make students more aware of nonverbal communication skills.

Procedures

Divide your class into small groups to study forms of nonverbal language. These forms may include Braille, sign language, mime, body language, and semaphore or secret codes.

Ask each group to choose a form of nonverbal communication.

- Each member of your group should read at least 3 articles or books about your topic.
- Share the information you learn with your group.

After students have learned about a form of nonverbal communication, ask them to prepare a presentation for the class.

Examples of presentations might include the following:

1. samples of Braille material
2. a poster with the Braille code
3. a guest speaker who is blind or who works with the blind
4. examples of community service organizations that deal with the blind
5. a poster or demonstration of sign language
6. history of sign language
7. demonstrations of mime
8. examples of body language signals

Extension

- Read about Helen Keller or other famous people who contributed to nonverbal communication topics.

Communication Skills

Leadership in Language Arts

Brief Description

Activities are listed that develop leadership skills in language arts.

Objective

To develop leadership abilities in gifted students.

Procedures

Give students the option to participate in one of the following activities:

- Write, produce, and direct a play for lower grade students from a book that would be familiar to them.
- Tutor a child in reading or writing.
- Organize and chair a panel discussion debating the points of a book.
- Design a humorous ad campaign to promote an advertised product.
- Develop a class or school newspaper or a parody of a school newspaper.
- Write a brochure of the school and conduct guided tours for visitors to the school.
- Read *Robert's Rules of Order* and conduct a class meeting using those rules.
- Arrange to read stories to children in a lower grade. Ask first- or second-grade teachers if you can read to their classes once a week for several weeks. Read stories to students in lower grades for a period of time (e.g., one week).

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Content Area Activities

Greek and Roman History

Source

ED 292 224

Claassen, J. M. "Classics for the Gifted: Some Practical Strategies." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000." Stellenbasch, Republic of South Africa, 1984. 31 pp.

Brief Description

Students develop background information about Greek and Roman history as a precursor to classical studies.

Objective

To interest students in studying Greek and Latin.

Procedures

Divide students into small groups to pursue research into some aspect of Greek or Roman history. Some possible topics include:

famous people

early civilization

government

art

architecture

literature

religion

Collect a wide variety of books on Greek and Roman topics for student review. Each book should be read by at least two students. Students should decide which book they like the most and give their reasons for their choice.

Students may choose one of the following projects to share their readings:

- Design travel posters of ancient Rome.
- Make a poster comparing Greek and Roman script.
- Research the use of horses in ancient art.
- Research Greek and Roman myths. Note similarities and differences.

- Research the lives of soldiers in ancient times. Compare them with soldiers' lives today.
- Develop a Latin computer game.
- Build models of Greek and Roman houses.
- Describe connections between the names of the planets and ancient history.

Comments/Notes:

Content Area Activities

Comparing Famous People

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City,OK. 1982. 227 pp.

Brief Description

Students will read the biographies of two famous people and compare the obstacles and achievements in their lives.

Objective

To encourage students to learn about famous people and to be able to identify and evaluate important times in their lives.

Procedures

- Select two biographies to read. Try to find biographies of two people who had similar achievements or who were in similar fields. Some examples include:

  Charles Lindberg and Neil Armstrong

  Martha Washington and Eleanor Roosevelt

  Benjamin Franklin and Thomas Edison

  Martin Luther King and Martin Luther

  Clara Barton and Mother Theresa

- List the achievements of each person.
- List the obstacles that each person faced.
- Write a paper that compares the two famous people, concentrating on their achievements and the obstacles they faced.

Extension

- Compare two people with the same profession but who lived during different periods of time. Read about the time periods of both people. Explain how the time they lived affected their lives. Some examples include:

  Babe Ruth and Mickey Mantle

  Abraham Lincoln and Lyndon Johnson

  Gordie Howe and Wayne Gretsky

Content Area Activities

Science in Literature

Brief Description

Students gifted in spatial abilities explore scientific concepts in literature.

Objective

To explore the mechanical implications presented in literature.

Procedures

Introduce students to literature that has a scientific component. A good example of this type of literature is the collection of stories *Where Do We Go from Here?* edited by Isaac Asimov.

Walter Tevis's "The Big Bounce" is a story from this collection that could interest students gifted in science. The story is about a ball so elastic that once it starts bouncing, each bounce is higher than the next one. The story ends when the ball's heat is used up as energy for bouncing, and it freezes and shatters before it can do any damage.

Students should understand that the story violates the second law of thermodynamics, which states that no process is possible in which heat is completely converted into mechanical work.

Students can discuss the scientific concepts and implications of such a story. If more background is needed before this step, the students can refer to Asimov's explanations and questions at the end of the story.

After reading the story, students can develop a set of questions, or they can answer some of Asimov's questions. Some examples are:

- What is the position of the U.S. Patent Office on "perpetual motion machines"? All of these machines, incidentally, break either the first or second law of thermodynamics. Why?
- Suppose scientists discover some easily produced phenomena which seem to defy either the first or the second law of thermodynamics. What should they do? What would you do?

Source

ED 236 851

Olson, Meredith B. "Spatial Ability of Gifted Readers: Suggestions for Teaching." Paper presented at the 28th Annual Convention of the International Reading Association, 1983. 56 pp.

Comments

Not all gifted readers will become literature majors, writers, or social scientists. Literature classes should broaden their curriculum to include the interests of the spatially gifted. The source for this lesson includes a list of books appropriate for this type of teaching. Other teachers or outside resources may also be extremely helpful for understanding scientific concepts.

Literature

The Adventure of Reading Folktales

Source

ED 241 901

Bosma, Bette. *Focus on Folktales for Critical Reading.* 1981. 11 pp.

Brief Description

Over a period of four weeks, students experience the adventure, humor, and rich language of folktales by reading, classifying, and writing them.

Objective

To learn about the genre of folktales and to broaden students' reading repertoire.

Procedures

Collect as many folktales from your school and local libraries as you can. You might include different types of folktales, such as myths, fairy tales, legends, and animal tales. Place them about the room so that students have easy access to them. Encourage students to bring in folktales from home.

Introduce the unit by reading a fairy tale. Then distribute fairy tales to each of the students. If you do not have enough books to go around, let students work in groups with one student reading to the others.

Ask the following questions:

- What type of tales are these?
- What is the pattern, or formula, for fairy tales?

Answers to the second question might include a princess, an enchanter, a handsome prince, "Once upon a time," "happily ever after," etc.

- How are fairy tales different from other types of stories?
- What is the theme for this story?

Follow the same procedure for the other types of folktales (myth, animal tale, legend, etc.) you have collected. After each type has been read and analyzed, compare the types of folktales to each other.

- How are the themes alike?
- How are the themes different?

- What other similarities and differences can you find?

Students can explore differences in the setting, character, plot, and moral of each tale.

After students have compared different types of folktales, read a new one to the class and ask them to identify whether it is a myth, fairy tale, animal tale, or legend.

Extension

Either in groups or individually, let students choose from the following projects:

- Write a folktale.
- Write a parody of a folktale.
- Research the writing of a folktale. Why did the Greeks create myths? Why did Americans create tall tales?
- Act out a folktale or a parody of a folktale.
- Record a dramatic representation of a folktale.
- Write or act out a "fractured fairy tale" (a fairy tale set in modern times).
- Evaluate the use of language in the folktales.
- List and illustrate words and phrases that originate in folktales.
- Make a poster of a folktale hero.
- Read a biography of a famous person and create a folktale about the person.
- Compare heroes of today with those found in folktales.
- Compare different main characters in folktales to find similarities and differences.
- Prepare a bulletin board with names of myths, fairy tales, and folktales, and ask your classmates to classify them.

Literature

Student Listening Logs

Source

ED 286 198

Junior High Language Arts Curriculum Guide. Alberta Department of Education, Edmonton, Canada. 1987. 159 pp.

Brief Description

At prearranged stopping points during a reading-aloud session, students react to the literature by writing in a journal.

Objective

To listen actively to literature being read aloud; to personally respond to that literature; to give students a meaningful opportunity to write.

Procedures

Begin reading a familiar or high-interest novel to your class. A consistent schedule of 10-15 minutes per day, three or more times per week, is best. Tell the class that you will stop after a few minutes to have them react to the literature by writing in their journals. Tell them that you will be giving them a question to answer and that they should listen for both the basic plot and the main characters.

For the first class period, stop at a prearranged spot, then give students a question and ask them to respond to it. Be sure the question concerns the passage you have just read. The following are some examples of questions you could ask.

Setting

- What does the setting remind you of?
- Write about a similar setting you have seen.
- What kinds of characters do you imagine would live there?
- How is the setting different from our town?
- Why do you think the story is set where and when it is?
- How could you make the setting more interesting?

Plot

- What similar experiences have you had?
- What do you think will happen next?
- What would you do in this situation?

- If you could change one thing in the plot, what would it be and how would that affect the story?
- How could you make the story more real or more imaginative?

Characters

- How is the main character different from you?
- Would you want this character to be one of your friends? Why or why not?
- How do you feel about this character?
- Which character is most interesting to you? Why?

Extension

After reading a high-interest book to the class, read one of the classics, with a plot that is interesting to your students' age level but that has more difficult language patterns. Some examples might be books by Charles Dickens, Jack London, Mark Twain, Arthur Conan Doyle, or Agatha Christie. Some questions you could use with these readings include the following:

- What figures of speech did you hear that you did not understand?
- How is this writing different from the previous book (or another familiar novel)?
- How might the main character act in today's world?
- How were people treated differently in this novel from the way they are treated today?
- Which book did you prefer? Why?

You may also want to draw the students' attention to the length of the sentences of books written before 1920. Before you read, ask students to count the numbers of words in a sentence or paragraph. Compare these counts to more recent books.

- Are longer sentences more difficult to read? Why?
- What can you do to make the longer sentences and paragraphs easier to read and understand?

Literature

Researching an Author

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Brief Description

Students study about the authors of young adult books.

Objective

To encourage students to read more than one book by the same author; to research the lives of authors of young adult books.

Procedures

- Select an author you would like to learn about. A few authors to consider:

Lloyd Alexander	Jack London
Judy Blume	Katherine Paterson
Robert Cormier	Robert Newton Peck
Paula Danziger	Stella Pevsner
Lois Duncan	Chaim Potok
James Herriot	J. R. R. Tolkein
S. E. Hinton	Mark Twain
C. S. Lewis	Paul Zindel

- Read at least two books by the same author.
- Find out about the author by looking on book jackets, in encyclopedias, and in reference books about authors of young adult books.
- Choose one of the following projects to complete:

  Write a summary for the book jacket of a biography of your author.

  Design a book cover that represents the author's life.

  Write the story of your author's life for a popular young adult magazine.

Make a poster advertising your author and the books your author wrote.

Give a book talk about the author's books.

Write a paper telling how the author's character is revealed in the books.

Extension

Hold an Author Fair for another class. At the Fair, display all of the material the students created during this project, and display several representative books by the authors studied. Some of the students may even want to dress up as their author and give a speech telling the author's life story.

Comments/Notes:

Literature

Analyzing Short Stories

Source

ED 246 399

Hickerson, Benny. "Extending the Reading Abilities of the Average and Above-Average Student: Critical Reading/Thinking for the Gifted (and Not-So-Gifted) High School Students." Paper presented at the 3rd Annual Meeting of the National Council of Teachers of English Spring Conference, 1984. 20 pp.

Brief Description

Students use internal and external evidence to compare short stories in a unit that emphasizes critical reading and thinking.

Objective

To understand and analyze relationships between short stories.

Procedures

Explain that critical evaluations of short stories are based on both internal and external evidence. Internal evidence is the content, form, and style of the story; external evidence is the comparison of similar stories.

Review the elements of fiction: plot, setting, characters, theme, mood, and tone.

Distribute a short story of appropriate difficulty and complexity.

- Read the story once for the general plot. Read it again to identify the elements of fiction.
- What are your opinions on the effectiveness of the different elements? Base your opinions on evidence from the story.

After the class has discussed the first story together, distribute a second story to small groups of three to five students each.

- Follow the same procedure for the second story as we did in the first one. Read the story once for the plot; read it again to identify the story elements. Then judge the effectiveness of the elements based on evidence from the story.

After the second story, distribute a third story for the students to analyze individually. Ask them to form opinions about the third story using the same procedure as the first and second ones.

Explain that the students have evaluated the stories using internal evidence. To use external evidence, they need to compare the elements of the stories to each other.

- In groups of three, compare your opinions of the stories. Determine which story is strongest in terms of the evidence *you can cite from the stories.*
- Write a paper expressing your opinion of the best story, giving both internal and external evidence.

Extension

Create a variety of awards for the different stories. An example could be the Cliff-Hanger Award, for the story with the greatest suspense.

Comments/Notes:

Literature

Shakespeare's Romeo and Juliet

Source

ED 275 111

Kehler, Dorothea. "Teaching Shakespeare to Gifted Elementary and Secondary Students." Paper presented at the California Association for the Gifted, 1984. 32 pp.

Brief Description

Students learn to enjoy the works of Shakespeare through activities dealing with the plots of his plays.

Objective

To develop an appreciation and understanding for the works of Shakespeare.

Procedures

Begin by telling students the story of one of Shakespeare's plays. A good play to begin with is *Romeo and Juliet.*

Read a prose adaptation of the same play. Charles Lamb's *Tales from Shakespeare* is appropriate for junior high students.

Retell the story until students are familiar with the plot. As you review the plot, leave out some important words and invite students to supply them.

- And then Romeo killed _____.
- And Juliet killed herself with a _____.

Ask questions about the plot and encourage discussion.

- What went wrong with the relationship between Romeo and Juliet?
- Was someone to blame for the outcome?
- Was Romeo wrong in proposing to a girl his family could not accept?
- How much loyalty did Romeo and Juliet have to their parents' values?
- Should the friar have secretly married the couple?
- What is love?
- Why do the innocent suffer?

Read a large print edition of the play. The Folger Library paperback edition is a good one to use.

Have the students act out scenes from the play.

Extension

- Read about Shakespeare's life.
- Read about the Elizabethan time period.
- Research theater history.
- Set some of Shakespeare's poems to music.
- Compare *Romeo and Juliet* with *West Side Story*.

Cautions

Don't lecture about the play.

Focus on the plot, not the play's literary merit.

Don't spend too much time on the moral speeches.

Don't expect students to master the play. Scholars who have studied Shakespeare's plays for years do not master his works.

Comments

Through these activities, students will: understand an earlier form of language; develop a love of language; understand figurative speech; enjoy poetry by way of drama; develop standards of greatness in literature; learn English history; develop a sense of right and wrong.

Comments/Notes:

Mass Media

Present and Future Media Effects

Source

ED 239 429

Sny, Christopher L. *Gifted/Talented Magnet School: Program Model/Curriculum Guide*. Janesville Joint District #1, Janesville, WI. 1983. 176 pp.

Brief Description

Students analyze the effects of mass media on people today and project its effects into the future.

Objective

To increase student awareness of the influence of mass media.

Procedures

- Define mass media.
- What kinds of media are you exposed to every day?

List the examples of media that students give. Answers may include television, radio, newspapers, billboards, magazines, and movies.

- If we were going to judge the effects of each of these mediums on our lives, what categories would we need to make? Categories might include Influencing Behavior, Altering Behavior, etc.
- Using the categories suggested, compare and contrast three of the media you have listed.

Encourage students to be critical about media effects.

- Do you think media will play a more important role in the future of the world? In groups of three, hypothesize what the future of media will be.
- Do you think it is possible for a modern world to live without the media to which we are accustomed? In your group, hypothesize what the world would be like without media.
- What are some of the positive and negative ways media has been used throughout history?
- In what ways has media influenced what you believe?

Mass Media

Sex Stereotypes in Society

Brief Description

Students research the part that sex roles play in society.

Objective

To become aware of sexual stereotypes.

Procedures

Ask students to choose from the following list of activities, or have them design their own projects about sex stereotypes.

- Write a report or make a booklet on Women in Advertisements. Select several advertisements from television, magazines, or radio, and use them to show how women are viewed by the people who create advertisements.
- Make a collage of advertisements using appeals based on stereotypes.
- Analyze the advertising appeals of the ads in at least one popular magazine. Include in your analysis only those ads covering one-half page or more. Tally your findings and present them in chart form.
- Do a comparative analysis of advertising appeals directed toward men or toward women in two different magazines. For example, compare the advertising in *Sports Illustrated* and *Ms*. Do advertising appeals directed at a given sex differ, depending on the magazine?
- Tally the occupations of the different sexes as presented in illustrations in your textbooks.
- Analyze the story problems in a math book. What activities are males and females engaged in? Draw conclusions and present your findings to the class.
- Give an oral report on women's rights from the suffrage movement to the present. Discuss past and current leaders in this movement, the date of women's right to vote in national elections, tactics used to gain this privilege, and arguments used against women's suffrage.

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

- Prepare a written or oral report on the status of women in politics today.
- Prepare a talk about a woman famous in some profession. Emphasize any obstacles this woman had to overcome to reach her position.
- Interview an influential career woman in your community.
- Design a flag or banner as a symbol for people's rights in a nonsexist society.
- Create a mural on sex role stereotyping of males, females, or both.
- Write and present a play on an historical event in the suffrage movement.
- Write poems or short stories on such subjects as how parents train children to act like men and women, or ways in which society expects males and females to behave.
- Survey the career plans of girls and boys in kindergarten and those of students in fourth grade. Is there a difference?
- Survey the favorite school subjects of boys and girls in an early grade and compare these with the favorite school subjects of children in later grades.
- Collect adult cliches about men and women, e.g., men are logical; women are intuitive. Lead a discussion on the validity of each of these expressions.

Extension

Discuss how stereotypes are formed.

Mass Media

Differences in News Reporting

Brief Description

Students practice critical analysis by comparing and contrasting television news programs and newspapers.

Objective

To sharpen critical listening and expository writing skills.

Procedures

- Develop factors on which to evaluate television news programs.
- Listen to network news programs on several different stations for at least one week.
- Make a list comparing and contrasting the programs.
- Write a paper telling which is your favorite program. Justify your answer using the factors of comparison and contrast that you developed.

Extension

Use the same method with newspapers or magazines.

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Comments/Notes:

Reading Motivation

How to Interest Students in Reading

Source

Cooter, Robert, and Estill, Alexander. "Interest and Attitude: Affective Connections for Gifted and Talented Readers," *Reading World*, v24 n1 October 1984, pp. 97-102.

Brief Description

Several tips are presented for increasing gifted students' interest in reading.

Objective

To develop student interest in reading.

Procedures

1. Know the interests of your students. Give an interest inventory if necessary (for an example, see pp. 27-28).
2. Use general exploratory activities to help learners go beyond immediate interests and develop new ones.
3. Keep a variety of reading materials on hand to ensure a proper match between student interests and materials.
4. Focus primarily on comprehension. Gifted students need a minimum of word attack skills.
5. Use students' innate curiosity to draw them into teachable moments.
6. Encourage creative expression.
7. Develop critical comprehension by teaching critical and evaluative methods of analysis for a variety of reading materials (e.g. fiction, expository text, etc.).
8. Encourage independent research projects. Guide students toward real problems which are in line with their interests.

Reading Motivation

Improving Student Attitudes

Brief Description

Recommendations are listed which can improve gifted students' attitudes toward reading.

Objective

To improve gifted students' attitudes toward reading.

Procedures

Selecting Reading Material

1. Allow students to be involved in selecting their own reading materials.
2. Provide guidance in the selection process, based on your knowledge of available, appropriate literature and the interests of your students.
3. Initiate formal programs such as Sustained Silent Reading and Individualized Reading.
4. Give opportunities for students to share what they have read with other students.
5. Recognize that reading newspapers, magazines, and manuals is important, and allow students to read these materials in class.

Designing Prereading Activities

1. Take time before reading to develop an interest in the assignment. This process may include helping students access background knowledge, creating differences of opinion, and demonstrating the relevance of the topic.
2. Introduce vocabulary and explain technical words and allusions in the reading.
3. Provide reasons or purposes for reading, and encourage students to set their own purposes for reading.

Source

Martin, Charles E. "Why Some Gifted Children Do Not Like to Read," *Roeper Review*, v7 n2 November 1984, pp. 72-75.

Comments

The source for this lesson reports on gifted students who were surveyed to determine whether they liked to read. Of the students surveyed, almost one in five expressed negative attitudes toward reading. Although we can't change students' attitudes or reading habits overnight, surely we can use their interests to generate more enthusiasm for reading.

Providing Challenges

1. Ask higher-level questions.
2. Encourage students to be creative with the information gained during reading.

Identifying Attitudes and Interests

1. Identify students with negative reading attitudes early in the year.
2. Determine your students' interests early in the year.

Comments/Notes:

Reading Motivation

A Reading Interest Inventory

Brief Description

This reading interest inventory can be used to help discover your students' reading attitudes and interests.

Source

ED 228 626

Jones, Marguerite G. "The Reading Attitudes and Interests of Fifth Graders." 1983. 29 pp.

Objective

To determine students' attitudes toward reading; to discover the kinds of reading materials students prefer.

Procedures

Administer the following interest inventory at the beginning of the school year, and use the information when developing activities and assignments for your class.

- How much do you like to read?

  ___Very much

  ___Quite a lot

  ___Not very much

  ___Not at all
- What are the titles of books that you really enjoyed reading?
- What are the titles of some books in your home?
- Do you have a library card?
- How many books have you checked out from the library during the last month?
- What part of the newspaper do you like to read best? Comics? Sports? Editorials? News? Letters to the Editor? Entertainment/Lifestyles?
- What magazine do you read regularly?
- What type of comic book do you enjoy reading?
- What are your two favorite television programs?
- What do you usually do after school?

- What hobbies do you have?
- Put a 1 by all of the types of books you like best, a 2 by the kinds you like next best, and an X by those you don't like.

___Adventure	___Horse stories
___Animal stories	___Humor
___Art and music	___Love and romance
___Autobiography	___Magazines
___Biography	___Motorcycles and minibikes
___Car magazines	___Mystery
___Comic books	___Newspapers
___Fables and myths	___People of other countries
___Fairy tales	___Poetry
___Family stories	___Religion
___Fantasy	___Riddles and jokes
___Geography	___Science
___Ghost stories	___Science fiction
___History	___Sports
___Hobby stories	___Western stories

Comments/Notes:

Reading Motivation

Bibliotherapy in Gifted Classes

Brief Description

This approach will help gifted students with emotional, physical, or psychological problems. After reading books which focus on their particular problem, students then discuss that problem as a class, in small groups, or with you privately.

Source

Fraser, Mary, and McCannon, Carolyn. "Using Bibliotherapy with Gifted Children," *Gifted Child Quarterly*, v25 n2 Spring 1981, pp. 81-84.

Objective

To use books to help gifted students discuss problems; to help students develop alternative approaches for meeting their problems.

Procedures

Obtaining the Resources

Determine the specific problems faced by gifted students in your classroom through observation, interviews, group discussion, and measures of self-concept.

Consult with the school or public librarian to find books that address your students' specific problems. Several bibliographies can help in your search for books, such as *Reading Ladders for Human Relations* by Virginia Reid and *Behavior Patterns in Children's Books* by Clara Kircher.

Once the books are chosen and located, make arrangements to have them easily accessible to students, preferably in your classroom. Ask the librarian for an extended circulation period so you can have the books in your classroom for as long as you need them.

Make a record of each book on a file card. Include the bibliographic information, a summary of the story, and the general reading level of the book. Arrange the cards alphabetically by the classification of problems found in the books. For example, some of the classifications might include Educational, Vocational, Social, Personal, etc.

Using Bibliotherapy in the Classroom

There are at least four ways to use bibliotherapy in the classroom, depending on your classroom situation.

1. If most of your students have the same problem—such as peer pressure—read a book about peer pressure to the class and

discuss it, or obtain multiple copies of the book and ask each student to read it.

2. If one student has a problem that affects the entire class—such as an accelerated student who is having difficulty adjusting to the group—assign a book about the problem of peer relationships to the individual and discuss it privately. Or, assign the book to the class and have a group discussion.
3. If a small group of students share a similar problem, such as family difficulties, assign a book addressing that problem to the group and discuss it with them.
4. If an individual has a problem that does not affect the rest of the class, assign a book about the student's problem to that student, and discuss it privately.

Tips for Using Bibliotherapy

1. Always discuss the book with the students who have read it.
2. Use role playing, Readers' Theater, or creative problem solving after the book is read.
3. Read as many of the books as you can.
4. Give students time to read the books in class.
5. Include challenging books on your list.
6. Use other follow-up activities, such as journal writing, book talks, and bulletin boards.
7. Ask the librarian to keep you informed of new books that relate to general topics of concern.
8. Make the book discussions student-centered rather than teacher-centered.
9. Encourage small group or one-on-one discussions.
10. Recognize the need for privacy about problems.

Reading Skills

Guides for Basal Readers

Brief Description

This lesson provides directions for designing reading guides that individualize reading for gifted students using basal readers.

Objective

To individualize a basal reading program for gifted students by using reading guides.

Procedures

Use the following procedures to prepare reading guides for a unit in your basal reader. Give students two to four weeks to finish the unit.

Before Reading

Prepare one or two activities that students should do *before* reading. The activities could include a list of vocabulary words to define, research work about the subject, or problem solving .

During Reading

This section is completed by the students as they read. Ask three to five questions that deal with the major parts of the text. Questions during reading should be mainly at the literal and inferential levels, such as the following examples:

- Why did people react negatively to the character? (cause-effect relationships)
- List the steps involved in Icarus's fall. (sequencing)
- Based on what you know about the character, what do you think he will do? (predicting outcomes)
- As you read, take notes on what the author thinks life will be like in the future. (note taking)
- Using the headings Food, Recreation, and Education, make an outline of what the author thinks life will be like on a moon colony. (outlining)

Source

Savage, John. "Reading Guides: Effective Tools for Teaching the Gifted," *Roeper Review*, v5 n3 February 1983, pp. 9-11.

After Reading

Ask students higher-level questions, such as the following examples, and assign any relevant workbook materials.

- Many deeds of the hero are described in the story. Some are possible; some are impossible. Which deeds do you think could have occurred and which do you think are entirely fictional? Compare the qualities of each list. (fact/fiction)
- Compare two characters in the story. (compare/contrast)
- How do the heroes depict the culture from which they came? (analysis)
- The characters devised a way to fly. List other methods they could have used to escape from the island. (elaborative thinking)

Extension

Have students prepare their own reading guides or write reading guides for students in other groups. Guides can also be developed for other reading materials (e.g., novels, plays, or poems).

Comments/Notes:

Reading Skills

Two Reading Strategies

Brief Description

Two strategies are described, the Directed Reading-Thinking Activity and the ReQuest Procedure, which are especially adaptable for gifted students.

Objective

To involve gifted students in the reading process by appealing to the strengths of typical gifted students.

Procedures

Directed Reading-Thinking Activity

Instead of asking comprehension questions when giving a reading assignment, ask students to predict outcomes.

- Read the title.
- What do you think the story will be about?
- Why do you think so?

Read a paragraph or two together. Break at a logical stopping point. Ask students to tell you what has happened so far and to predict what will happen next.

- What do we know so far?
- What do you think will happen next?

As you progress through the story, stop two or three more times, giving students a chance to predict what will happen next. Students should also confirm or reject previous predictions in light of new information they have read.

- What is happening now?
- What in the story makes you say that?
- What predictions were correct?
- What new information makes other predictions incorrect?

Source

Bates, Gary. "Developing Reading Strategies for the Gifted: A Research-Based Approach," *Journal of Reading*, v27 n7 April 1984, pp. 590-593.

Comments

Reading teachers need to use comprehension strategies that correlate with the gifted learner profile: students who are tolerant of ambiguity, fluent readers, self-motivated, and independent.

The ReQuest Procedure

When students are reading content area material, they will improve their comprehension by formulating their own questions about the material. To use the ReQuest Procedure, divide students into small groups (two or three students). Give the following directions:

- Read the first section.
- Choose one member of your group to be the leader for this round.
- After each group member has read the section, the leader should ask questions of the other group members. Answers should be given without referring to the selection.
- Some questions should be specific; others should be general.
- After the first group member has asked questions, read another section and rotate the leader role to the next group member.
- The new leader should then ask new questions.

You might want to evaluate students' question-asking abilities. Stress that each leader should ask both specific and general questions. If students are having difficulty generating either type of question, model good questioning techniques for them.

Comments/Notes:

Reading Skills

Independent Reading Program

Brief Description

This independent reading program can be used for gifted students in middle school and high school. Recommendations for grading are included.

Source

Rowe, Sula.
"Independent Reading,"
English Journal, v72 n1
January 1983, pp. 35-36.

Objective

To provide a workable independent reading program for gifted readers.

Procedures

Students agree to read a specified number of hours per week.

Hold a 15-minute conference with individual students each week to evaluate the reading completed during that time period. Students collect a 3 x 5-inch card file of books they have read. They should provide bibliographic information and a brief summary of each book.

Evaluate reading by reviewing the student's card file and determining the student's growth during the quarter.

Students who do not meet minimum requirements for two consecutive weeks may be dropped from the program. Before dropping a student from the program, be sure to discuss the problem with the student and determine whether special consideration is warranted.

The program can replace the student's regular reading program.

Grading Recommendations

70% Meeting minimum requirements of time spent reading, attending conferences, and completing cards.

10% Points added for the level of books read.

10% Points added for the quality of each book discussion.

10% Final evaluation. Based on content, level of understanding, logical development of thought, and use of examples from reading. This can be derived from a written exam or through conferences with students to comprehensively discuss the books they have read.

Reading Skills

Skimming and Scanning Techniques

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Brief Description

Students practice skimming and scanning different reading materials.

Objective

To improve reading flexibility; to learn how to read for different purposes.

Procedures

Explain that students should be reading different materials at different rates depending on their purposes for reading. Tell students that they can learn how to skim material to read for main ideas and how to scan material to look for details.

Skimming

Give students short news articles. Explain that newspaper and magazine articles are usually written with the topic sentence first, and that if they read the first sentence of each paragraph, they will quickly get a sense of what the article is saying.

- You have 30 seconds to skim this article. Remember, you only want to get a sense of its content. Skim by reading the title and first sentence in each paragraph.
- Write down a sentence or two that summarizes the article's content.

Explain that most people skim newspapers and magazines because they do not have time to read all of the material.

Skimming is also useful in research to find whether or not an article will be helpful for the topic. When the students are conducting research, have them develop a list of sources that might be helpful to them.

- Bring some of your research resources to class.
- Skim the first source. Will any of the sections of your source help you answer your research question? If the answer is yes, read the section thoroughly. If the answer is no, go to your next source.

Scanning

Collect classified ads, timetables, or a list of products from stores. Duplicate the lists and distribute them to your students.

- We are going to scan this list. Scanning means that you are going to try to find a specific bit of information.
- I will read an item, and you try to find the cost of the item. Stand when you find it.

Give students several short practice sessions of scanning over a period of three weeks. They should find that they become faster at finding information.

Extension

Similar activities might be done in content areas to reinforce important facts and details.

Comments/Notes:

Research

Week-Long Investigations

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Brief Description

Students research a short question during the week.

Objective

To develop the habit of finding answers to questions by research.

Procedures

Give a question on Monday for students to research. The question may cover any topic.

Sample Questions

- How many minarets are in the Taj Mahal?
- Why does the leaning tower of Pisa lean?
- What is the riddle of the Great Sphinx?
- Who have been "guests" at the Tower of London?
- How were the pyramids built?

On Friday, take ten minutes from class time to have students answer the question. Have any student who knows the answer to the question stand up. Ask each student to either answer the question or give a fact about the subject without referring to any notes. Ask each student standing to respond once. Go around the room a second time asking for new facts. Students without new facts should sit down. The last student to sit down may submit a question for the next week's research.

Research

Exploring Family History

Brief Description

Students research their family history.

Objective

To use research skills to learn family history.

Procedures

Explain that genealogy is the study of family history and is fairly simple to do. It requires time, patience, and a little luck to trace a family history back two centuries, but almost anyone can write a short genealogy.

Give examples of genealogies from the Bible and explain how important it was for ancient people to know their ancestors. The book *Roots* by Alex Haley, Jr., is an example of a narrative record of family history.

Have students read about genealogy in reference books.

Contact a local genealogy society or someone you know who has traced a family line. Ask him/her to speak to the class on methods research for family histories.

- Interview your mother, father, grandparents, and any other relative who might know about your family history. Ask them for their dates of birth, dates of marriage, and cities where they have lived.
- Visit a genealogy library to look up your family history prior to the birth of your grandparents. Use the surname index, census records, and family history books to find more information.
- Make ancestor charts and a family tree.
- Write a family history using as many pictures and anecdotes as possible. Include written records such as report cards, honors, ribbons, and certificates.
- Make a coat of arms for your family.

Source

ED 221 844

Metamorphosis: Challenging the Gifted Reader. Oklahoma State Department of Education, Oklahoma City, OK. 1982. 227 pp.

Research

Cooperative Report Writing

Source

Davis, Susan J., and Winek, Janice. "Improving Expository Writing by Increasing Background Knowledge," *Journal of Reading*, v33 n3 December 1989, pp. 178-181.

Brief Description

Through individual reading and group discussion, students increase their background knowledge before writing research papers and thus are able to write with more authority and can prepare better papers.

Objective

To improve students' research reports by building their knowledge base before choosing a focus for their papers.

Procedures

Give students the general topic for research. You might want to choose five or six topics that deal with a particular content area. For example, students can write articles about their state. Some of the topics might include their state during the Civil War, famous people from their state, and cities in their state.

Divide students into groups of four or five by topic. In the groups, have students activate their background knowledge before they begin to research.

- What do you already know about the topic?
- Write down any questions you have about the topic.

Begin the research process by taking students to the library to find articles about their topic that they can discuss in their groups. Tell them that each group member will be required to bring in a total of four articles, one per week for four weeks.

- Find a short article or a section of a book about your research topic.
- Make enough copies for each member of your group.
- Bring the copies of the article to class next week.

Hold the next research group meeting after enough time has elapsed for students to find a resource and make copies (about one week). At the next meeting, set up the groundwork for the next four sessions.

- Distribute copies of your article to the other members in your group.

- Read each article and highlight the important facts or ideas before the next class meeting.

At each meeting, have students discuss what they have learned about the topics thus far. Discuss each article.

- What do you know about the topic that you did not know before?
- What was most interesting about the articles you read?
- What further questions do you have about the topic?

Repeat the article gathering and article reading steps three or four more times.

After students have spent four weeks finding information and have read the articles brought in by their fellow students, they should know quite a bit about their topic. They have increased their background knowledge enough to be able to choose a topic for a research report.

- Now that you are an expert about your topic, what specific ideas could you use for a report?
- List as many ideas as you can and share them with your group.

When the groups have generated several ideas for papers, ask students to pick an idea that interests them most for their papers. They should take advantage of the preliminary research done by the whole group when they begin to take notes.

Extension

Have students use this research procedure with individual reports.

Comments/Notes:

Research

Reading and Historical Research

Source

Davis, Susan J., and Hunter, Jean. "Historical Novels: A Context for Student Research," *Journal of Reading*, v33 n8 May 1990 pp. 602-606.

Brief Description

Students evaluate the accuracy of an historical novel by reading the novel, researching the time period, and determining whether or not the author was accurate in depicting the era.

Objective

To provide gifted students with a research problem that necessitates the analysis of a fictional work, historical research, and a creative solution to the research problem.

Procedures

Explain to students that they will be searching for anachronisms (historical errors) in a fictional work. One example of an anachronism is in the book *A Day No Pigs Would Die* by Robert Newton Peck. The novel is based on a family of Shakers in Vermont. After researching the Shakers, students would find that Shakers did not live in family units, and never had a settlement in Vermont.

Ask students to choose an historical novel to read. Your librarian can help you by pulling enough historical novels from the shelf for your entire class.

As students read, have them write down the page numbers of possible topics related to the time period of the novel. Provide students with a list of topics (clothing, transportation, education), or create a list in class.

- What kind of clothing is described?
- What do the characters do in their free time?
- What kinds of jobs do the adults have?
- Are any customs different from those of today?
- What other topics can you list that would be specific to the time period of the novel?

After students have finished reading the novel, have them choose three topics on which to focus. They might write a brief paper describing their topics (e.g., food eaten during the Civil War era).

Assign students to research the historical period of their novel, especially searching for information on their three topics. Students may want to begin with general reference works such as historical encyclopedias before looking in more specific sources such as historical journals.

As students research, set up time to hold individual or group conferences with students to guide them toward a research paper that is neither too broad nor too limited.

Have students continue to collect information on one of their topics until resources are exhausted.

Encourage students to critically evaluate the information in the novel and compare it to their research.

Ask students to write a formal research paper containing their findings. Give students the option of other creative methods of presenting their research findings, such as dramatic presentations or art work.

Comments/Notes:

Theater Arts

Exploring the Dramatic Tradition

Source

ED 290 154

Karabas, Gertrude, and Leinwein, Rochelle. *Teaching Literature Grade 9: Integrating the Communication Arts: Drama*. New York City Board of Education, Division of Curriculum and Instruction, Brooklyn, NY. 1985. 72 pp.

Brief Description

Students explore the concept of drama, tour a local theater, and review the performance of a play or movie.

Objective

To acquaint students with the dramatic tradition.

Procedures

Use television as a point of departure to acquaint students with the concept of drama and its function in their lives.

- Why do people watch television so frequently?
- Why do some people prefer watching television to reading or going to the movies?
- How do live theater performances fulfill the same needs?
- How do live performances differ from televised or filmed presentations?

To improve students' awareness of the influence of the dramatic arts in the media, assign some of the following activities:

- Look in the newspaper and in *TV Guide* or other similar sources for listings of programs that feature dramatic arts, such as situation comedies, dramatic action series, and serial drama (soap operas). Make a list of a few such programs.
- Review one of these programs or films.

Behind the Scenes

Acquaint students with the structure of theater and the use of its features to create a world of illusion. Take the class on a guided tour of the backstage area of your school auditorium or a local theater. A representative of a local theater group, a drama teacher, or a student member of a dramatics club might guide the group and explain the various features of a theater, including the proscenium, backdrop, set, and backstage. If possible, have a qualified person demonstrate some of the effects which can be achieved through the use of lighting and simple objects for sound production.

Discuss the use of scenery, costuming, makeup, and lighting in creating illusion.

- What can be accomplished with limited scenery and costuming?

Drama Critique

Have students choose a movie or play to review. Make sure they have copies of the Critic's Checklist (see pages 46-47).

- You are the drama critic for a major newspaper. Your job is to go to dramatic performances and review them for the public. You have been asked to write a review of _____.
- Include the following in your review:
  1. the name of the performance
  2. the names of the writer, director, principal actors, and other persons involved with the performance
  3. the date you attended
  4. what you think about this performance
- To prepare your review, make sure to go over your responses to the questions in the Critic's Checklist. Decide how you wish to organize the material.
- Sketch out your review and begin writing.
- After you have written a first draft, read the review to yourself and then to a classmate or your teacher. Decide what, if anything, you wish to change. Then begin a second draft.
- Print or type your finished review in the form of a newspaper column, with a headline, byline, and columns of text.

Theater Arts

A Critique of A Raisin in the Sun

Source

ED 290 154

Karabas, Gertrude, and Leinwein, Rochelle. *Teaching Literature Grade 9: Integrating the Communication Arts: Drama.* New York City Board of Education, Division of Curriculum and Instruction, Brooklyn, NY. 1985. 72 pp.

Brief Description

Students read Lorraine Hansberry's play *A Raisin in the Sun*, then critique either a live or videotaped performance of the play.

Objective

To explore the dramatic tradition by examining a specific play.

Procedures

The following unit can be presented for any play being studied by your class.

Distribute copies of *A Raisin in the Sun*. Have students read the play silently over a period of several days. Then read the play as a class, with students taking the parts of the characters.

Develop a "Critic's Checklist" for reviewing plays. Include the following aspects for analysis:

Plot

- Is there a definite storyline or plot?
- Is the story believable? Why or why not?
- Write a brief description of the plot.

Music

- How is music used in the performance?
- How does the music highlight the storyline?
- How does the music highlight the characterization?

Characterization

- What actions, gestures, and movements make the characters memorable?
- Are the characters stereotyped, or are they well-developed and realistic?

Setting (Time and Location of Different Scenes)

- If all the action takes place in one place and time, tell where and when.
- If there are different settings, describe them.

Lighting

- How is lighting used?
- How does lighting (or lack of lighting) affect the acting and plot?

Costumes

- What makes the costumes special or unusual?
- Which character or characters come to your attention most vividly because of costuming?

Conflict

- What is the major problem or conflict?
- Is the conflict internal, external, or both?
- How is the conflict resolved?

Theme

- What themes or messages does the performance present?
- Do you agree with the message of the performance?

Extension

Take students to a performance of *A Raisin in the Sun*. If the play is not being performed locally, check out a videotape or movie of the play from your local library.

- Critique the play using the information on the Critic's Checklist.
- How is a performance of the play different from our reading in class?

Locate a review of the performance in the local papers or from newspaper or magazine archives at your local library.

- How does your critique compare with the reviewer's critique?

Read the short story from which the play is based.

- How are the play and story different?
- What do you think are the unique difficulties of a playwright?

Comments

Drama spurs imagination, insight, reflection, and self-knowledge. In drama, students discover what it is like being human.

Thinking Skills

Forming Characters from Ads

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students*. Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Brief Description

Students develop a character from classified ads and write a description of the character.

Objective

To develop divergent thinking.

Procedures

- Bring four classified ads to class.
  1. a car ad
  2. a personal ad
  3. an ad for a house
  4. an ad for a job
- Glue the ads to construction paper and create a character description.
- Remember that your character might either have the four things from the ads or want these things.

Display the posters around the class. Give students a chance to read them. Ask students to do one or more of the following:

- Draw a picture of the character.
- Write a story about the character.
- Write a one-act play about the character.
- Draw and write a comic strip about the character.

Thinking Skills

Brainstorming and Categorization

Brief Description

Students use divergent thinking by listing imaginary uses of common items and placing them in categories.

Objective

To produce many categories of ideas.

Procedures

Display a common item like a toothbrush or thread. Try the activity with students in groups and as individuals.

- List twenty uses for this item.
- Place these uses into categories, such as Decorative, Practical, Communicative, etc.

Use the same type of activity with abstract concepts. Encourage students to write down anything that enters their mind. For this exercise, the important thing is to generate as many items as possible.

- List everything you can think of that fits the term "wet."
- List as many white, soft items as you can.
- List things that would be found in the air.
- List things that jump.
- List as many words as you can that start with "B."
- List uses for snow.

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Thinking Skills

Distinguishing Fact from Opinion

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Brief Description

Students are involved as jury members in distinguishing fact from opinion in literature.

Objective

To develop critical thinking; to distinguish between fact and opinion.

Procedures

As a class, discuss the different characteristics of facts and opinions. Then, have each student write a statement based on the content of a piece of literature the class has recently read.

- Write a statement about the work we have just read and studied in class.

Each student acts as a witness at a court trial, defending his or her statement as fact. First the student reads his or her statement. Then the rest of the class acts as a jury and must question the witness to determine whether the statement is a fact or an opinion.

After questioning, the class decides whether the statement is a fact about the literature or simply an opinion of the student. The decision must be unanimous: If a minority of students disagrees with the majority decision, the students in the majority must argue to convince the minority to change their minds.

If the class decides that the student's statement is an opinion, the student must rewrite the statement as a fact.

Thinking Skills

Looking into the Future

Brief Description

Students visualize future life.

Objective

To encourage creative thinking.

Procedures

Read a futuristic story to the class, such as those written by Ray Bradbury or Isaac Asimov. Then let students choose from the following projects:

- Write four headlines from the year in which you become 35 years old. Write news articles for one of these headlines.
- Illustrate and describe the device which will transport you to work at age 45.
- Describe at least six potential uses of the computer in the next 100 years.
- Write a short science fiction story about a space station, a lunar installation, or interplanetary travel.
- Create a new labor-saving device. Describe and illustrate its uses.
- Design and describe a rapid transit system to be used in your area in the year 3000.
- Write, tape, or photograph a 60- to 120-second commercial promoting future study.
- Examine present architectural designs in housing and buildings. Conduct an interview with an architect concerning new building materials, present restrictions, and the use of these new materials. Design a model home or building for the year 2500, using new materials and innovative designs.
- Design a human being of the future. The design should reflect your projections for artificial, genetic, and environmental changes.

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Vocabulary Development

Quotations from Famous People

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Brief Description

Students select famous quotations and learn about famous people from reading well-known quotations.

Objective

To increase vocabulary and cultural literacy.

Procedures

Obtain a copy of *Bartlett's Familiar Quotations* or another book of quotations for the classroom. Set aside a space on the chalkboard and ask a student to be in charge of picking different students each week to write a quotation on the board.

After several weeks of quotations from the book, invite students to make up their own. Include the student's name with the quotation.

Extension

Have students choose from the following extension activities:

- Memorize one or more quotations of interest.
- Write a story ending with a pun that involves the quotation of the week, e.g., "Rudolph the Red Knows Rain, Dear."
- Make a poster illustrating a favorite quotation.
- Research the author of a quotation and write a short paper explaining how the quotation reveals the character of the author.
- Locate quotations on selected topics (truth, work, reading). Make of booklet of quotations.

Vocabulary Development

Word Play in Children's Literature

Brief Description

Several ideas are presented to interest gifted students in learning about words.

Objective

To improve the vocabulary of gifted students through word play.

Procedures

Homonyms/Homophones/Homographs

Read books containing homonyms, such as *The King Who Rained* by Fred Gwynne.

- Create your own book of homonym riddles.

Idioms

Read a book such as one from the Amelia Bedelia series by Peggy Parrish. Discuss the humor in misunderstanding idioms.

- Write your own series of books patterned after Amelia Bedelia.

Palindromes

Explain that palindromes are words or sentences that can be read either forward or backward. Some common palindromes include "Madam, I'm Adam" and "Poor Dan is in a droop." Read several examples from the book *Too Hot to Hoot* and have students write some palindromes.

Etymology

Students can learn the history of words and phrases from such sources as the *Oxford English Dictionary* or the series by Charles Earle Funk, *A Hog on Ice*.

- In a small group, research the history of several words, and prepare a dictionary of interesting word histories.

Students may also want to create humorous word histories such as those found in *What's in a Word? A Dictionary of Daffy Definitions*.

Source

Howell, Helen. "Language, Literature, and Vocabulary Development for Gifted Students," *Reading Teacher*, v40 n6 February 1986, pp. 500-504.

Writing Projects

Turning Students into Authors

Source

Davis, Susan J., and Johns, Jerry. "Students as Authors: Helping Gifted Students Get Published," *Gifted Child Today*, v12 n65 November/ December 1989, pp. 20-22.

Brief Description

Students learn how to write manuscripts for publication and to submit them to journals that publish student work.

Objective

To improve student writing by providing motivation to write and by providing a real audience for their writing.

Procedures

This activity can be used as the basis for an entire reading/writing unit, or it can be used as an enrichment activity for gifted writers.

Begin by studying the market for your particular grade level. Obtain copies of at least six different magazines and send for copies of the author's guidelines. Distribute copies of selected articles for students to read and analyze.

- What is the content of the articles? Is the writing formal or informal? How long are the articles? How do the articles compare with your writing? Are illustrations or photographs used?

Generate ideas for manuscripts by brainstorming topics. Some categories for ideas may include interests, hobbies, personal experiences, and areas of expertise.

- Choose two or three ideas to write about, and write a rough draft for each idea you choose.

Hold a writing conference with a group of students to pick the first rough draft to be revised.

- Choose one rough draft. Select the most promising draft to prepare for submission.
- Prioritize magazines. List potential magazines for the manuscript in order of preference. Review the target magazine and identify qualities in published articles that could be incorporated into the manuscript.
- Revise the manuscript with a view toward the intended source. Edit for grammar and punctuation.

When students have reviewed their first manuscript, have them use peer reviewers to edit for clarity, word choice, grammar, and coherence. You may want to assist in the review and editing process.

- Prepare the manuscript for submission. Type the manuscript according to the format recommended by the magazine's guidelines.
- Send the first article and begin working on the second one.
- Keep manuscripts in circulation. If an article is rejected, revise and send it to the next appropriate magazine on the list.

Comments

The source for this lesson also contains a list of publishers of student writing, including editors' addresses, recommended age group, and the type of writing published.

Comments/Notes:

Writing Projects

Using Sound to Write Poetry

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Brief Description

Students use their senses to write poetry.

Objective

To develop powers of observation.

Procedures

Bring a variety of items to class that make sound. Some examples could be bells, small instruments, wood, paper, pennies, glass jars with lids, leaves, tennis balls, straws, shells, bottle caps, and pebbles.

Give students a variety of literary magazines or poetry anthologies to peruse for about 15 minutes. Then read aloud selections from Edgar Allan Poe or any other poet who uses imagery.

Ask students to cover their eyes, then sound the collected items one at a time.

- Call out sense words and phrases which are special to the sound or which describe the sound with the greatest degree of accuracy.

Have a student list the words and phrases suggested by the other students.

Ask students to concentrate on a single sound or related group of sounds and describe them so accurately that a reader could hear them.

Extension

Have students be alert for especially vivid imagery evoked by literature or poetry they are reading.

Writing Projects

Transform Proverbs into Humorous Stories

Brief Description

Students write humorous stories around familiar sayings.

Objective

To develop semantic flexibility.

Procedures

- Select a proverb or traditional saying. You may want to use *Poor Richard's Almanac* to find a proverb.
- Rewrite the proverb using a transposition or play on words to make it clever or humorous.

The following is an example of this assignment.

> There was once a piano tuner named Mr. Opporknockity. He ran an ad in the local newspaper. A man saw the ad and called Mr. Opporknockity on the phone. He asked him to tune his piano. The next day, Mr. Opporknockity came to tune the man's piano. After the piano tuner left, the man started to play his piano, but it sounded absolutely terrible. The man was furious and called to complain to Mr. Opporknockity, but the piano tuner refused to return to tune the man's piano. He said, "Didn't you see the ad?"
>
> Opporknockity only tunes once.

Extension

Have students draw cartoon or stick figures to illustrate their proverbs, and print them in a small joke book.

Invite students to think of modern ways to express proverbs or traditional sayings.

Have students write some possible proverbs of the future.

Source

ED 162 471

Landis, Melodee. *The Class Menagerie: A Compilation of Exciting Activities for Secondary School Students.* Nebraska State Department of Education, Lincoln, NE. 1978. 553 pp.

Writing Projects

Descriptive Writing Skills

Source

ED 303 939

Ports, Kim, and Mills, Carol J. *Curriculum Guide: The Basics of Writing*. Johns Hopkins Univ., Center for the Advancement of Academically Talented Youth, Baltimore, MD. 1988. 88 pp.

Brief Description

These activities encourage gifted students to develop their descriptive writing skills.

Objective

To practice writing similes and metaphors; to improve students' descriptive writing skills.

Procedures

Before assigning these exercises, discuss the difference between a simile and a metaphor. As a class, generate several examples of each, and write them on the chalkboard for quick reference.

Simile, Metaphor, and Personification

- Liven any three of the following six sentences using figurative language. One of your three sentences must use a simile, one a metaphor, and one a personification. Be as descriptive as possible.

  1. It was a hot day.
  2. At the beach we watched the waves and seagulls.
  3. Time passed slowly on the long car ride.
  4. He was frightened in the dark hall.
  5. The chair is in the corner of the kitchen.
  6. The garbage truck on our street makes a lot of noise.

Extended Metaphors

- Choose an object in the room, and look at it from all angles, concentrating on finding something that it reminds you of (another inanimate object or something alive). Write an extended metaphor or personification (five or six sentences), comparing the first object to the second object in several ways.

- What is it like to write an essay? With what other activities could you compare it? Write an extended metaphor that compares writing an essay to another activity.

Show, Don't Tell!

- Change the following "telling" sentences into interesting, effective, and imaginative "showing" statements:

1. I was bored in class.
2. My mother is nice.
3. I love spring.
4. I hate classical music.
5. Riding a bike is fun.
6. There are many exciting things to do in town.
7. Reading is very interesting, and I really like to read fantasy books.
8. That was the worst dinner I ever ate.
9. I took a lonely but pleasant walk in the woods.
10. Writing an essay can be a difficult thing.

Comments/Notes:

Writing Projects

Organizing a Writing Workshop

Source

ED 303 939

Ports, Kim, and Mills, Carol J. *Curriculum Guide: The Basics of Writing.* Johns Hopkins Univ., Center for the Advancement of Academically Talented Youth, Baltimore, MD. 1988. 88 pp.

Brief Description

This lesson describes how to organize a writing workshop for your classroom.

Objective

To reveal the strengths and weaknesses of a student's writing through discussion among class members; to develop students' evaluative skills.

Procedures

In a writing workshop, the class, either as a whole or in small groups, discusses and critiques student essays. Rather than giving blanket statements of approval or disapproval such as "I like it" or "This stinks," students must articulate the strengths and weaknesses by explaining *why*. For example:

- Why is the conclusion compelling?
- Why is this a particularly effective sentence?
- Why is the meaning of this paragraph unclear?

Students probably will take some time to learn to participate effectively. At the start, you may have to guide discussion completely, but as students gain experience with the process, they should begin to run the workshop as independently as possible.

To facilitate development of critical skills, you can assign each student a specific task in the workshop. For example, one student might look for the use of concrete language, while another might focus on sentence structure. Other areas of focus could include paragraph structure, essay structure, transitions, etc.

The student/author should speak only at the beginning and at the end of the workshop. During the workshop, however, the student/author should have no input: the workshop is designed so that the student/author can see how others are interpreting the essay.

Sample Steps in a Workshop

1. Duplicate a student essay and distribute it to the class at least one class session before the workshop.
2. For homework, students read and write comments on the essay, answer the Workshop Guide Questions (see below), and prepare their specific workshop task.
3. At the beginning of the workshop, the student/author gives brief introductory remarks, commenting on the essay.
4. Members of the workshop discuss the essay, using their previously prepared notes as a guide.
5. Once the discussion winds down, the student/author can make some closing comments in response to the discussion.
6. Students hand back their annotated copies of the essay to the student/author.
7. The student/author revises the essay, based on suggestions from the workshop.

Workshop Guide Questions

Students can prepare the following questions prior to the workshop, and use them to guide the group discussion of the essay.

- What is the main point or thesis of the essay? Is it clear or unclear? Why?
- Does the essay begin well? Are the title and the first paragraph engaging? Why or why not?
- In the body of the essay, does the author support the essay's main point with several smaller points? How? What are the supporting points of the essay?
- When you come to the end of the essay, does it conclude well? Do you feel that it is complete or incomplete? Explain.
- Can you find examples and details to support each point in the essay? Where does the author need more details and examples? Do you note places with unnecessary details? Explain.
- Could you find any mechanical or grammatical problems? Mark them in the text of the essay. What seems to be the author's weakness with mechanics or grammar?

- What do you think is the strongest element in the essay? Why?
- What do you think needs the most work in the essay? Why?
- How can the author improve this essay?

Comments/Notes:

Writing Projects

Warmup Exercises for Short Stories

Brief Description

These writing exercises can be used as warmup exercises before approaching a larger short story assignment.

Objective

To introduce students to the various elements of a short story; to approach a short story assignment by writing individual elements of the short story.

Procedures

Begin with a review of the various elements of a short story. You might want to use a specific story for analysis, such as Edgar Allan Poe's "Cask of Amontillado." After reading the story, draw upon students' prior knowledge to come up with story elements: character, plot (including structure, point of view, and conflict), dialogue, and setting. You may have to point out other elements, such as symbolism, imagery, author's style or tone, and theme. After this discussion, use the following writing exercises to focus on each specific element.

Setting

Bring in a half dozen or so mounted pictures and place them around the room where students can easily view them. Make sure the pictures are varied and stimulating in some way, to capture students' imagination.

- Choose one of the pictures. Write one or two paragraphs that describe the picture. Write the description to set a specific mood for a story.

Read the opening paragraphs of a famous story where mood and reader expectancy are created by word choice. Stories that work well for this exercise include Edgar Allan Poe's "Fall of the House of Usher," Stephen Crane's "The Open Boat," Katherine Mansfield's "The Garden Party," James Thurber's "The Catbird Seat," Shirley Jackson's "The Lottery," and Richard Brautigan's "The Old Bus."

After reading the opening, ask students what sort of story the reader is led to expect, based on the opening paragraphs.

Source

ED 225 147

Penson, Mary. "Putting Life in the Short Story: Warmup Exercises that Work." In Matthews, Dorothy, ed. *Producing Award-Winning Student Writers: Tips from Successful Teachers.* Focused issue of the *Illinois English Bulletin,* v70 n1 Fall 1982. 83 pp.

- Write one or two short opening paragraphs that would prepare readers for a story to follow. While writing, keep in mind the specific mood you wish to evoke for the story.

After students write their paragraphs, divide the class into small groups. Have each student read his or her description, then ask the other students to comment on what mood is evoked by the description. Students can help each other focus on which aspects of the writing produce certain moods or tones.

Plot

Distribute one or two plot outlines so that students will have a pattern to follow when writing their own outlines. The outlines should be brief and geared toward the students' experiences. The following are examples of plot outlines:

> Man vs. Man: Two brothers—one quiet, one vivacious and confident—are interested in the same girl. The confident one pursues and "gets" the girl. In an effort to belittle his brother, he tells the girl that his brother likes her. The trick backfires when the girl likes the quiet brother better.

> Man vs. Himself: A student wins an award for academic achievement. A conflict arises when she finds out that the award will be presented at a school convocation and that her parents will be invited. Her parents are deaf, and she is ashamed to introduce them to her teachers and friends.

> Man vs. Society: A student wants to be an artist, but her family urges her to be a business major so she can succeed in the commercial world. She dreams of painting but becomes an unhappy businesswoman. Or, she drops out of business school to become a painter.

Provide a wide variety of at least six or seven outlines.

- Look over the various conflicts, then develop your own plot outline for a short story.

Point of View

Select a few simple stories with which students are familiar—fairy tales or fables work nicely.

- Choose a fairy tale and rewrite it from a different point of view. For example, you might want to tell the story of Little Red Riding Hood from the wolf's perspective.

Read students a short story that uses an epistolary (letter-writing) approach, such as Ring Lardner's "Some Like Them Cold." Ask students how this approach adds drama and excitement to the story.

- Write a letter to someone, giving not only some news but also revealing to that person some aspect of the letter-writer's character.

Dialogue

Distribute samples of dialogues from short stories or novels to illustrate that 1) a new paragraph is required each time the speaker changes, and 2) there are many ways to avoid the stilted use of "he said," "she said," "and then he said." Discuss the characteristics of dialogue.

Next, present a pantomime (either performed by yourself or with a student) and ask students to embellish the pantomime with dialogue. Make sure that the pantomime is ambiguous enough so that a number of interpretations are possible.

- After writing your dialogue, choose a partner and read your dialogues to the class.

Character

Distribute the following Character Information Sheet, and ask students to complete it for a character. Explain that while not all the information on the sheet may appear as part of a story, all information should be known to the author so that the character rings true. Urge students to use someone they know as a model, exercising the writer's prerogative to use only that part of reality which serves the writer's purpose. They should add whatever fictional details are necessary to convey their message.

Character Information Sheet

1. Sex: Is this a young person like you, an older friend, a teacher, grandparent, your kid brother or sister? Does the person conform to or break society's sexual stereotypes? In what ways? Are there any story possibilities here?

2. Age: You must know how old your character is so that he or she behaves in the way someone that age would act. If you're writing about a five-year-old, your character can use only the words and insights appropriate for that age.

3. Physical Appearance: Describe in detail your character's physical appearance. Posture tells a lot about character. For example, a slouch may mean insecurity (when accompanied by downcast eyes) or bravado (when accompanied by an exaggerated saunter). When writing a story, however, let your reader intuit the character's appearance rather than provide a

direct description. For example, when someone asks the character if she uses platinum rinse, then the reader knows that the character is blonde.

4. Interpersonal Relationships: Describe your character's relationships with important people in his or her life: parents, siblings, friends, teachers, etc.

5. Socio-Economic Background: Is your character poor and running with a more moneyed crowd? Is your character from the "right side of the tracks"? Does this produce a superior attitude or a "poor rich kid" syndrome? Or is your character poor but convinced that he or she is better than the family background?

6. Personal Likes and Dislikes: You must know what pleases and displeases your character to flesh him or her out as a real person.

7. Hobbies: Although this element may not be the basis of a short story, it may be one element that helps to develop your character's personality.

8. Self-Concept: How do you feel about yourself? What are the things about yourself that you are proud of? What are the facets of your personality that you can't stand? Explore your mind and see if you can find a character there waiting to be developed. How does your private self convert into a public self?

After completing this series of warmup exercises, students should have a wealth of ideas from which to write a short story.

Comments/Notes:

Annotated Bibliography of Related Resources in the ERIC Database

Citations in this bibliography point to research and additional ideas for teaching language arts to gifted middle school students. The ED numbers for sources in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS). The citations to journals are from the *Current Index to Journals in Education*, and can be acquired most economically from library collections or through interlibrary loans.

Abbott, Barbara; Kolman, Peter. "Truth: Humanities Unit (Middle and Secondary Grade Levels). Programs for Gifted Students." 1981. 19 pp. [ED 251 996]

One in a series of instructional units designed for gifted students, this booklet describes a humanities unit for students in middle and secondary grades. The specific focus of the unit is on truth as it is perceived and expressed in philosophy, literature, art, music, drama, and the social sciences. The study of truth and its surrounding concepts will enable the student to examine the relationship between the operation of "outer space" (i.e., the world outside the human mind) and the concept of "inner space" (the world within a person's mind). Further, the unit introduces the fields of epistemology and structured critical thinking. Seventeen suggested activities (such as role playing a skeptic or a liar and examining television advertising) are followed by a list of suggested readings (philosophy and other textbooks, novels, short stories, poetry, and drama), and by a listing of suggested audio-visual material.

Ashley, Salley. "Prime Time," *School Arts,* v88 n7 p13-14 Mar 1989.

Describes a three-week interdisciplinary summer workshop in visual arts, drama, and creative writing for talented middle school students. Regular faculty and community artists taught poetry, theater arts, batiking methods, watercolor painting, and ceramics. An evening showcase presentation for parents and friends concluded the program.

Baer, Vicki E. "An Information and 'Cultural' Exchange between Two Middle Schools." Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association, 1987. 17 pp. [ED 295 158]

A "cultural and informational exchange" between two Maryland middle schools allowed two groups of gifted students to accomplish several learning objectives while discovering new regions of their state and nurturing new acquaintances. Computers were central to the program—all information was created using word-processing programs, and was transmitted between the two schools by modem. First, students were surveyed and paired for their desire to share information about the geography and history unique to their counties. For both groups of students, the information exchange would provide an important component of their gifted and talented education—an audience for their work other than their teachers. Next, students spent many hours looking through reference materials, interviewing county residents, and compiling reports on topics such as the Alsatia Mummers' Parade or Fort Frederick. Having learned about their partners' geographic and historical heritage, students were surveyed and matched for personal characteristics and interests, and participated in a pen pal exchange. As a culminating activity at the end of the school year, one school hosted the other on an overnight recreational trip. Several sample student reports are attached.

Bartelo, Dennise M.; Cornette, James H. "A Literature Program for the Gifted: Gifted Writers + Gifted Readers + Positive Reading Attitudes." Paper presented at the International Reading Association World Congress on Reading, 1982. 12 pp. [ED 233 333]

To provide a differentiated language arts program to meet the needs of highly able and gifted readers and to encourage interest in reading and the development of state reading goals, students in the sixth grade of a middle school in Maryland were grouped by ability for their language arts/reading classes. Students were exposed to a wide variety of reading materials from a variety of publishers, rather than confined to a particular basal reading series. They also learned techniques to help them to read materials critically, and shared their interpretations in small group discussions. In addition, students were asked to select and develop creative projects to elaborate the ideas they gathered from their shared interpretive reading. Projects included sociograms, time machine models, newscasts, games based on story themes, development of floor plans to illustrate particular character traits, sample

children's books, and simulation role-playing activities. In response to a questionnaire to evaluate the program, 88% of the students stated that they had increased their understanding and appreciation of literature, 75% declared an increase in the amount of time spent reading, 56% disclosed that they had discussed the stories with others outside of class, and 40% reported further reading of stories by the authors presented in the program.

"Beyond Drill and Practice: Learner-Centered Software. Abstract 16: Research & Resources on Special Education." Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children. 1988. 3 pp. [ED 298 683]

This one-page abstract describes a report titled "Microcomputers in Special Education: Beyond Drill and Practice" by Susan Russell, which focuses on a project that created a consortium to promote research, training, and dissemination in learner-centered software for elementary and middle school students with learning disabilities and emotional disorders. Members of the consortium included the Technical Education Research Center, Lesley College (a teacher training institution in Cambridge, Massachusetts), the Massachusetts Department of Education, local education agencies, and members of the research community. Activities carried out by the consortium have included: (1) a national survey of teachers and administrators on the use of learner-centered software; (2) identification of promising practices; (3) establishment of a local special interest group of educators using learner-centered software; (4) development of a practicum course in the use of such software; (5) establishment of research collaborations to explore such activities as using word processors to teach writing, involving learning-disabled students in scientific investigations, and teaching below-grade-level children to understand mathematical concepts without the burden of calculation; and (6) preparation of a handbook for special educators.

Brundage, Diane, ed. *The Journalism Research Fellows Report: What Makes the Public Schools Work? Answers from the 1981 Journalism Research Fellows Who Report on Schools That Are Working in: Connecticut, Florida, Montana, Oregon, Texas, Virginia, West Virginia.* 1981. 108 pp. [ED 226 506; paper copy not available from EDRS]

Seven series of newspaper articles on effective elementary and secondary schools are presented. A brief foreword explains the theme of the articles—identifying what makes good schools work. The seven sets of articles include the following: (1) "Middle Schools: How They Change the Lives of Students in Montana," by Mea Andrews; (2) "How High Schools Serve Minorities in Texas," by Linda Austin; (3) "How Inner City Schools Work for Minority Children," by John McManus, on Philadelphia (Pennsylvania), New Haven (Connecticut), and Richmond and Portsmouth (Virginia) schools; (4) "From Coal Mines to Gifted Education in West Virginia," by Elizabeth Older; (5) "How Elementary Schools Work for Four Different Minority Groups," by Carol Rubenstein, concerning Asian, Hispanic, Black, and Native American children in Oregon; (6) "Schools That Work in 'Gold Coast' Towns," by Stephanie Sevick, on schools in three affluent Connecticut towns; and (7) "Schools That Serve the Gifted in Flordia," by Patricia Sullivan. Attached is a list of past Fellows in Educational Journalism.

Champagne, Audrey B.; and others. *Effecting Changes in Cognitive Structures among Physics Students. Report No. 1986/13.* Pittsburgh Univ., PA: Learning Research and Development Center. 1986. 28 pp. [ED 279 535]

The research reported in this paper investigated the effectiveness of an instructional strategy, ideational confrontation, in producing conceptual change. Participants of the study were a group of middle school students (N+13) who were designated as academically gifted and a group of non-physics major university science graduates (N+6) who were studying to become secondary science teachers. Assessments were made of all students' cognitive structures before and after instruction. Content of instruction varied with the two groups but the ideational confrontation strategy was the same. Data findings are reported and results indicate that the effects of the ideational confrontation strategy differed somewhat for students with different characteristics but the strategy evidenced promise for engendering restructuring of students' existing knowledge and for changing the content of their knowledge. Instructional implications are reviewed.

Compton, Mary F. "The Gifted Underachiever in the Middle School," *Roeper Review,* v4 n4 p23-25 Apr-May 1982.

Various causes of underachievement in the gifted early adolescent are considered, and features of good middle school programs for the gifted are reviewed.

DeBonis, Donna M.; and others. "Education's New Alphabet: Alphanumeric, Byte, Chip," *Academic Therapy,* v18 n2 p133-40 Nov 1982.

Learning disabled, educable mentally retarded, trainable mentally retarded, and gifted students (fifth through eighth grade) participated in a supplemental computer-assisted project in the Farrell Middle School (Farrell,

Pennsylvania) to improve students' skills in the areas of computation, concept development, problem solving, and application.

Detroit Public Schools. Schools of Choice: Unique Educational Alternatives, 1986/87. Detroit, MI: Detroit Board of Education. 1986. 80 pp. [ED 296 011]

This model portfolio of school choices describes the following four types of schools available in the Detroit Public Schools: (1) specialty high schools at four locations, which offer scientific and artistic studies, aerospace technology instruction, science and applied technology, and a rigorous college preparatory curriculum; (2) the high school development center, an alternative school for high-risk ninth and tenth graders; (3) magnet middle schools at eight locations, each targeted to a special program or group of students, such as high-risk students, those in need of instruction in basic skills, those who can advance particularly far with individualized instruction, and those especially interested in math and sciences; and (4) alternative schools that provide for gifted students, multi-lingual and multi-cultural students, students who wish to design their own high school programs, students who wish to participate in experimental programs, students who are institutionalized, etc. Also included in the portfolio is a description of tests used in the citywide testing program. The portfolio publicizes the comprehensive and varied educational opportunities of the Detroit Schools, and a map indicates the location of each school.

Dugger, Anita; and others. *The Prompt Book for...Teaching the Art of Speech and Drama to the Emerging Adolescent: A Resource Guide for Junior High/Middle School Teachers. Book II.* Tulsa, OK: Tulsa Public Schools. 1981. 442 pp. [ED 222 961]

Providing for individual differences in ability, interest, and cultural values among students, this guide contains activities, goals, objectives, and resources for teaching speech and drama to middle and junior high school students. The first section offers advice on the organization of speech and drama activities within the school curriculum, approaches to teaching the mainstreamed and the gifted and talented, effective teaching cues, and suggestions for improving school discipline. The second section of the guide focuses on speech communication and includes subsections on communicating with self and with others. Specific subject areas discussed within these subsections include public speaking, discussion, parliamentary procedure, debate, interpretive reading, choral speaking, storytelling, and mass media. The third section discusses activities in drama, including improvisation, pantomime, acting, play production, technical theatre, playwriting, dramatic criticism, and films. The guide also contains glossaries of speech and drama terms and a creative calendar designed to help teachers incorporate speech and drama into every class day.

Florey, Janice E.; Dorf, John H. "Leadership Skills for Gifted Middle School Students in a Rural Environment." 1986. 16 pp. [ED 273 404]

Gifted rural middle school students in Douglas County, Nevada, participated in a leadership program which complemented an existing critical and creative thinking skill-based program. Assessment, teacher-directed lessons, student-directed activities, integration of leadership techniques into creative and critical thinking strategies, and on-going evaluation of student progress were used. Students completed a Likert scale questionnaire describing 20 group problem-solving situations adopted from the Blake/Mouton Managerial Grid. Students led other students through audiotaped problem-solving situations related to common social or school experiences, then reviewed, analyzed, and evaluated their own sessions in conference with the resource teacher. Students became familiar with 20 leadership task and maintenance skills through lecture, discussion, and audio-identification sessions. Results of post-tests, subjective evaluation, and integration of leadership skills into existing learning strategies led to continuation of the leadership component of the Academically Talented Program.

Hansen, Jan B.; Hall, Eleanor G. "Self-Concept Gains by Gifted Middle School Students during a Summer Program," *Roeper Review,* v7 n3 p170-72 Feb 1985.

The study examined the relationship between a two-week Gifted Students Institute summer program and self-concepts of 37 gifted middle school students. Results indicated that it is possible to enhance gifted students' self-concepts through provision of a supportive educational and social environment of a summer program on a university campus.

Hastings, Joy M. "A Program for Gifted Underachievers," *Roeper Review,* v4 n4 p42 Apr-May 1982.

Project Work, based on the success group approach, offered counseling to six gifted underachievers in middle school. The program, lasting 10 weeks, included group discussions, contracts, and daily evaluations.

Johnson, Brenda K.; Vitale, Patrick. "A Factor Analytic Study of Attitudes of Gifted Secondary Students toward Science." Paper presented at the 61st Annual Meeting of the National Association for Research in Science Teaching, 1988. 18 pp. [ED 291 560]

A 32-item survey was developed from the 1983 International Science Study and was administered to 299 gifted South Dakota sixth through tenth graders to measure their perceptions of science. A factor analysis of the data yielded four factors, accounting for 51% of the variance. The factors were: (1) science as a personal and national priority; (2) science as it is taught in the public secondary school; (3) challenge of science and school; and (4) school is unfullfilling. Results indicate that these students perceive science as a national priority. Science makes the world a better place to live, improves our standard of living and the development of our country, and helps in solving everyday problems. These gifted students enjoy science as it is taught and enjoy their active participation role in learning. Science is a complex, yet challenging subject. School, in general, is not challenging. These students affirm that liking science and achieving in science are related.

Kolman, Peter. "Truth-Beauty-Goodness: Philosophy Units for Gifted Students (Middle and Secondary Grade Levels). Programs for Gifted Students." Doylestown, PA: Bucks County Intermediate Unit 22. 1981. 18 pp. [ED 251 990]

This document, one in a series of nine units of study developed for middle and junior high school gifted students, outlines an introduction to philosophy based on Mortimer Adler's conceptions. Adler simplified the study of logic into the study of truth, the study of aesthetics to that of beauty, and distilled the study of ethics to the study of goodness. The units focus on these simplified studies: truth, beauty, and goodness. Each of three units presents narrative information followed by suggested activities, topics and readings (including texts, fiction, and poetry).

Leroux, Janice A. "Making Theory Real: Developmental Theory and Implications for Education of Gifted Adolescents," *Roeper Review*, v9 n2 p72-77 Nov 1986.

Analysis of cognitive, psychoanalytical, and moral development theories of J. Piaget, O. Rank, E. Erikson, L. Kohlberg, D. Elkind, and C. Gilligan revealed teaching strategies for gifted adolescents which involve encouraging creativity and problem-solving skills; supporting student interests; developing students' positive self-esteem; exposing students to a variety of educational experiences; and ensuring equal respect for both sexes.

"Meeting in the Middle. Directions in Schooling for Young Adolescents. A Position Paper." Albany, NY: New York State School Boards Association. 1987. 35 pp. [ED 290 207]

This position paper examines educational policies, school effectiveness, and responses to broader public policy concerns in the context of the special needs of early adolescence. The policy issues under consideration derive from a statewide comprehensive survey of educational trends in the middle grades and are addressed in a statewide Regents Action Plan. Topics related to educational policy include the following: (1) characteristics of adolescence that affect school organization and curriculum; (2) organizational issues in middle schooling; (3) instructional issues in middle schooling; (4) educational reform and the middle grades; (5) gifted adolescents; (6) certification and preparation for teachers of young adolescents; and (7) guidance and support services. The last section addresses the out-of-school problems of adolescents, at home and in the community, and offers suggestions for ways that schools and community services can collaborate to provide developmental support for young adolescents. Appended are state program requirements for students in grades 7 and 8 and an initial summary of findings from the New York State School Boards Association's 1986 survey on educational trends in the middle grades. A summary of recommendations is included as a preface.

Metz, Mary Haywood. *Magnet Schools in Their Organizational Environment. Final Report.* 1982. 301 pp. [ED 2221 621]

Three magnet middle schools which were established as part of a voluntary desegregation plan in a school system in a large, American city are described in this report. The schools are examined as organizations that differed in their innovative educational approaches to bring about desegregation. One school offered a system of open education, in which students planned their own daily programs of activities in consultation with their teachers, and implemented these programs individually. The second school provided Individually Guided Instruction (IGE), which involved breaking the school population down into units, each with a common group of teachers, to create smaller social contexts within the whole school environment. The third school emphasized education for the gifted and talented, and was distinctive more for the character of its students than for any special teaching approach. The report focuses on the historical and political context within which the schools developed; the educational patterns that each school employed; organizational processes (such as leadership styles, school history, student composition, and interpersonal relationships) through which each school developed a distinctive character; and the effects that the schools had on interpersonal/interracial relationships and on attitudes toward school. Concluding observations about organizational processes in schools in general and in magnet schools in particular are presented.

Miller, Lynn Sharon; and others. *Life Centered Career Education: Activity Book One.* Reston, VA: Council for Exceptional Children. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children. 1986. 104 pp. [ED 269 913]

Designed as part of the Life Centered Career Education Curriculum, the book describes activities for use with elementary and middle school students with and without disabilities. The Life Centered Career Education Curriculum organizes 22 major competencies and 102 subcompetencies into three domains: daily living skills, personal-social skills, and occupational skills. The three domains are addressed separately within the book and activities are identified by their corresponding competency and subcompetencies. Type of activity, academic components, resource persons, and follow-up/evaluation information are also provided. Activities are designed to use materials and supplies normally available to most teachers.

Moody, Bonnie. "The Gifted and Honors Program at Ridgeroad Jr. High," *Science Scope,* v8 n1 p6-7 Sep 1984.

Describes a science program for honors students that offers a blend of both teacher-directed and student-directed activities. Includes information on instructional strategies used, independent student study projects, financial considerations, grading, and student reaction to the program.

Neubert, Gloria A. "A Summer Insititute for Aspiring Writers—Implications for Enrichment Programs," *G/C/T,* n40 p10-11 Sep-Oct 1985.

A three-week writing institute for middle and high school aspiring writers was judged positively by participants and parents. The institute featured parent involvement and included plans for continuation.

Olson, Meredith B. "What Do You Mean by Spatial?" *Roeper Review,* v6 n4 p240-44 Apr 1984.

To examine similarly complex spatial tasks, a battery of spatial and logical tests were administered daily for 12 weeks to the total population of a middle school for gifted children. Two cognitive styles were identified: rapid recognition and spatial reconstruction.

Perry, Margaret. "Developing Thinking Skills in Middle School Students . . . Using Computers," *NASSP Bulletin,* v70 n493 p97-100 Nov 1986.

A grant-funded program to use computers to develop thinking skills in gifted sixth- and seventh-grade students is described. Students learn to apply different types of thinking, use different types of software, and develop their own programs and programs for teachers in other classes.

Perry, Phyllis J.; Hoback, John R. "Independent Study: The Second (or Is It the 3rd) Time Around," *G/C/T,* n27 p39-41 Mar-Apr 1983.

Independent study for gifted and talented middle-level students progresses through five stages, from the affective sensing of a problem to be solved through assessing both product and process. J. Renzulli's Enrichment Triad model can serve as a framework for independent study, which must be carefully structured and guided.

"Project ADOLANG: Identification of Adolescent Language Problems and Implications for Education. Research Report 1." Tallahassee, FL: Florida State Dept. of Education, Bureau of Education for Exceptional Students. 1983. 32 pp. [ED 295 227]

A study investigated the existence of language disorders among 290 "high-risk" middle school students (grades five through nine) in five selected Florida school districts. "High-risk" students were defined as those students experiencing academic difficulties in whom language deficits would be suspected. Students from the following primary placement categories were represented: regular education/high-risk, compensatory education, specific learning disabilities, emotionally handicapped, severely language impaired, educable mentally handicapped, regular education, and gifted. Speech-language clinicians screened the students using the "Clinical Evaluation of Language Functions (CELF) Advanced Level Screening Test." The 11 basic subtests of the CELF Diagnostic and the Processing Speech Sounds supplementary subtest were administered to 131 of the students who failed the screening (those students classified as Educable Mentally Handicapped were not further evaluated). Findings revealed that of the 290 students screened statewide, 194 or 67% failed the screening. Of the total sample screened, 266 or 92% were high-risk students, as defined previously. Rates of failure for each primary placement category were also calculated. In viewing the percentage of failure on specific subtests, patterns emerge across and within placement categories. In addition, findings showed that only 20% of the students who failed the screening were enrolled in speech therapy. When severely language impaired students were excluded from the data, only 9% of the remaining high risk group who failed the screening were receiving speech-language therapy.

Rappaport, Jean. "Gifted Middle Schoolers Personalize Public Domain Software," *Computing Teacher,* v15 n2 p6-7 Oct 1987.

Describes computer curriculum designed for gifted middle school students that culminates in the eighth grade by having students prepare programs for elementary school students. Students either write their own programs or adapt public domain software, based on questionnaire responses from elementary school teachers indicating their needs.

Ristow, Robert S.; and others. "Learning Preferences: A Comparison of Gifted and Above-Average Middle Grades Students in Small Schools," *Roeper Review,* v8 n2 p119-24 Nov 1985.

The Renzulli/Smith Learning Style Inventory was administered to 30 gifted and 30 above average students (grades 6-8) in rural schools. Significant differences were found between the two groups on the dimensions of independent study, discussion, and programmed instruction. Significant differences by gender were also found in independent study and programmed instruction.

Roderick, Juanita; Jackson, Patricia. "TV Viewing Habits, Family Rules, and Reading Grades of Gifted and Nongifted Middle School Students." Paper presented at the Conference for the Ohio Association for Gifted Children, 1985. 20 pp. [ED 264 050]

The purpose of this study was to determine whether gifted and nongifted middle school students differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school lessons and hobbies, and ownership and use of TV sets and computers. Subjects were matched pairs of 130 middle school students in grades 5, 6, 7, and 8 who ranged in age from 9 to 13 years. The 65 gifted students had been enrolled in a university-based gifted program offering classes in eight academic disciplines for four consecutive Saturday sessions. Responses to a 43-item questionnaire suggest that significant differences exist between gifted and nongifted students with respect to TV habits, family rules, grades in reading, as well as participation in out-of-school activities, including lessons of various kinds. It was found that nongifted students spent more time watching TV after school and in evenings, stay up later on school nights, and received lower grades in reading, perhaps because the nongifted had their own personal TV sets. It was further found that gifted students, in contrast to nongifted students, apparently did not engage in wishful thinking or in fantasizing about fictional or popular TV characters. It is concluded that family rules about television habits do influence school achievement and seem to affect children in their social development.

Ross, Elinor; Wright, Jill. "Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades." Adapted from a paper presented at the Annual Meeting of the International Reading Association, 1985. 22 pp. [ED 262 388]

Before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. For example, the years from 9 to 13 are a time of physical, social, emotional, and cognitive change—also called an "age of ambivalence." Many of these students tackle decision making sooner and reach the stage of formal operations (abstract thinking) earlier than their peers. Consequently, certain teaching preferences become apparent. Teachers should accept challenges brought by gifted students, and they should offer new and alternative ways of helping them view their problems. Several approaches or strategies for teaching reading and the language arts follow logically from traits of gifted students that have been identified: e.g., directed reading-thinking activity, the individualized approach, and the merging of instruction in reading and writing. Gifted students also need access to the library whenever possible, and the library serves as an excellent means for crossing subject matter boundaries. The characteristics of gifted readers are also related to certain types of literature. The kinds of books that gifted readers are likely to enjoy can be found among the selections in the annual list of "Children's Choices," a project of the International Reading Association-Children's Book Council Joint Committee. Appendixes include an annotated list of readings taken from lists published from 1980 to 1985 and suggested reading/language activities to challenge gifted students.

Schwartz, Lita Linzer; Fischman, Ronald. "Integrating the Potentially Able The Exceptionally Able," *Gifted Child Quarterly,* v28 n3 p130-34 Sum 1984.

Project PATS (Potentially Academically Talented Students) intended for middle school students, is described in terms of development, cooperation among the district and a local Pennsylvania State University campus, and lessons learned about such aspects as the political and economic reality, material dissemination, and resistance of parents and educators to gifted programming.

Sheehan, Kevin. "Getting Your Middle School Program out of the Closet," *G/C/T*, v9 n3 p43-44 May-Jun 1986.

A middle school teacher describes the way in which a gifted program gained prominence and its students acquired peer esteem through a model congress approach in which students learned parliamentary rules and debate principles.

Shulte, Albert P. "Statistics and Probability for Gifted Middle School Students," *Roeper Review*, v6 n3 p152-54 Feb 1984.

Topics from statistics and probability are presented as appropriate for gifted middle school students. Topics stress simple ways to display, compare, and interpret data. Probability methods included examining a game for fairness.

Social Studies for Academically Talented Students: Grades 6-8, Middle School. Instructional Guide. Evansville, IN: Evansville-Vanderburgh School Corporation. 1988. 201 pp. [ED 302 481]

This social studies curriculum guide is designed to challenge academically talented middle school students, encourage them to acquire and use critical thinking skills, and recognize the importance of global awareness. Areas of study include Latin America and Canada for grade six, Europe, Asia, Africa, and Australia for grade seven, and U.S. history for grade eight. The instructional materials for each grade level include a map, course description and outline, goals, suggested time schedule, information sources and films, and suggested classroom activities. Additional resource materials include: (1) suggested instructional activities; (2) sources of free information about foreign countries; (3) addresses and phone numbers for foreign embassies; (4) a vocabulary list; (5) critical thinking skills and vocabulary for grade eight; (6) an explorers of the new world chart; (7) United States and world personalities, 1200-1881; (8) listings of U.S. presidents, Indiana governors, and Evansville (Indiana) mayors; and (9) U.S. history reference sources.

"Taking the Pulse: A Community Conference to Gather Information about School Needs in Hart County: Report of Findings." Charleston, WV: Appalachia Educational Lab. 1988. 49 pp. [ED 299 292]

To identify which needs of the Hart County schools were most important to community members, a study was undertaken using information from a community needs assessment meeting with 28 citizens in Munfordville (Kentucky) in December, 1987. The information used included the top-ranked 25% of individual need statements and all 71 need statements. This report initially examines the top 17 statements using two methods of analyses. These analyses suggest that community members are more concerned about effective teaching and learning, creation of a middle school and a gifted program, motivation for learning, and classroom organization and supply. For all 71 statements, similar items were divided into 20 categories, average ratings of the statements in each category were reported, and priorities among categories were discussed. This analysis confirms the significance of concerns uncovered by the initial analyses, and suggests that class size may constitute an additional topic of concern. However, this latter topic appears to relate to concerns about middle schools and to classroom organization and supply. The 71 needs statements and a list of the meeting participants are appended.

Thomas, Ronald S.; and others. *Strategies for Differentiating Curricula.* Towson, MD: Baltimore County Public Schools. 1985. 166 pp. [ED 291 087]

Concentrating on strategies for processing information, this guide provides a collection of models and techniques appropriate for differentiating the content and instructional procedures in the classroom, and is designed for use with intermediate academically talented students. The guide is divided into four sections—Differentiated Questioning, Critical Thinking, Creative Thinking, and Problem Solving. The section on differentiated questioning compares several different taxonomies, discusses Bloom's Taxonomy in detail, and suggests procedures for developing questions with students, including a divergent question model. In the critical thinking section, sample lessons are provided for semantics, logic, and authenticity, and includes resource/activity sheets for each lesson. The section on creative thinking covers the topics of fluency, flexibility, originality, elaboration, and evaluation strategies. Finally, the problem solving section discusses various problem solving strategies and models, such as inductive and deductive reasoning, synectics, and the Whole Mind Approach. All sections provide teacher self-evaluation forms and bibliographies for related readings.

Thomas, Terry A. "Acceleration for the Academically Talented: A Follow-Up of the Academic Talent Search Class of 1984." 1989. 14 pp. [ED 307 303]

The purpose was to investigate the long-term impact of the California State University (Sacramento) Academic Talent Search Summer School (ATSSS) by means of a longitudinal follow-up of students at an interval of 4 years. A group of 100 academically talented middle school students (grades 7 through 9) were selected from the 350

participants in the ATSSS at California State University in 1984. Qualifications for the program were based on scores on the Scholastic Aptitude Test or equivalent test scores. During the summer, students studied fast-paced mathematics, writing, and/or Latin. Four years later, in 1988, a questionnaire was mailed to the selected students to determine their high school experiences. A response rate of 80% of the 100 locatable students gave a sample that compared favorably with the 1984 summer school group. Responses were analyzed descriptively using frequency distribution and cross-tabulation tables. Results indicate that: (1) program participants viewed the experience as highly positive; (2) academic acceleration through the program was associated with positive changes in school grades as indicated by grade point averages, interest in school and learning, and in students' abilities to get along with intellectual peers, age peers, and adults; (3) the program contributed to self-esteem and feelings of self-control; and (4) participants performed well in sports as well as academics. No pattern of social maladjustments or harmful results from the acceleration was found.

Thompson, Stephen J. "Teaching Metaphoric Language: An Instructional Strategy," *Journal of Reading,* v30 n2 p105-09 Nov 1986.

Offers an explanation of metaphor comprehension and the processes of comparison it entails. Describes a strategy that focuses on the processes of comparison, intended for regular students in junior high school or gifted middle school students. Presents segments of an actual lesson illustrating the strategy.

Watson, Karilee; Belland, Carol. "Paula Program for Gifted Girls," *Music Educators Journal,* v71 n9 p54-55 May 1985.

The Paula Program in music for gifted girls in middle schools, developed by St. Mary's College, Notre Dame, Indiana, is described. How the program was designed is discussed and activities and materials selected for classroom use are briefly described.

Weller, L. David. "Project Eureka: A Program for the Academically Gifted." Paper presented at the Annual Meeting of the Association of Teacher Educators, 1982. 8 pp. [ED 229 900]

The Irving, Texas, Independent School District developed and implemented Project Eureka, a 1 year program, with Elementary Secondary Education Act Title IV, Part C monies, for grade 5 middle school gifted students. Of the 1,750 students tested on the School and College Aptitude Test and the Scientific Research Associates Achievement Test, and examined by means of student work samples, teacher recommendations, student nominations, and parent requests, the highest ranked 65 students were selected. Using Bloom's Taxonomy, the project focused on five areas of skill development: gathering data, organizing data, interpreting data, synthesizing data, and forecasting results. Resource persons included a journalist, marketing analyst, and history teacher. Results of pretest-posttest measures indicated highly significant gains by the students. Another result of the project was formation of the Irving Association for the Gifted and Talented.

Wilder, Suzanne; and others. "Outdoor Education...Texas Style," *Perspectives for Teachers of the Hearing Impaired,* v4 n1 p10-12 Sep-Oct 1985.

Thirty-two gifted and talented middle school students participated in a special outdoor education program designed to foster appreciation of nature and understanding of natural relationships.

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